Floyd D Johnson Technology Center

1010 Devinney Road
York, SC 29745

Grades	9-12 Career Center	
Enrollment	821 Students	
Director	Ron P. Roveri	803-684-1910
Board Chair	Harvey Gene Turner	803-684-4025
Superintendent Dr Katie Brochu		803-684-9916

The State of South Carolina

Annual School Report Card

2004

ABSOLUTE RATING: EXCELLENT

Absolute Ratings of Career Centers

Excellent	Good	Average	Below Average	Unsatisfactory
33	3	3	1	0

IMPROVEMENT RATING: GOOD

ADEQUATE YEARLY PROGRESS: YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

For More Information, visit websites at:

www.myscschools.com

www.sceoc.org

Performance Trends Over 4−Year Period

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

Definitions of District Rating Terms

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Definition of Adequate Yearly Progress

As required by the United States Department of Education, adequate yearly progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average or Below Average.

Performance by Student Groups

	Mastering Core Competencies			Receiving Diplomas			Place in Field		
	This Center		State Center Average%	This Center		State Center Average%	This Center		State Center Average%
	n	%		n	%		n	%	
All Students									
	687	84.7%	80.6%	164	97.0%	91.9%	210	96.2%	97.6%
Students with disabilities on diploma track									
	45	82.2%	74.2%	10	80.0%	86.3%	1	I/S	98.7%
Gender									
Male	381	82.2%	77.6%	92	95.7%	91.4%	109	98.2%	98.4%
Female	306	87.9%	84.3%	72	98.6%	92.4%	93	93.9%	96.5%
Racial/Ethnic Group									
White	516	86.8%	85.9%	125	97.6%	95.3%	176	96.2%	98.2%
African-American	154	76.0%	73.3%	34	94.1%	86.6%	24	96.0%	96.5%
Asian/Pacific Islander	5	100.0%	88.9%	0	N/A	96.6%	N/AV	N/AV	N/AV
Hispanic	7	100.0%	83.3%	3	I/S	87.2%	N/AV	N/AV	N/AV
American Indian/Alaskan	3	I/S	75.0%	1	I/S	100.0%	N/AV	N/AV	N/AV
Migrant Status									
Migrant									
Non-migrant									
English Proficiency									
Limited English Proficient	0	N/A	79.5%	0	N/A	81.0%	N/AV	N/AV	N/AV
Non-Limited English Proficient	687	84.7%	81.1%	164	97.0%	92.0%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	271	79.0%	74.5%	63	95.2%	87.7%	35	92.1%	97.1%
Full-pay meals	416	88.5%	85.2%	101	98.0%	94.3%	167	97.1%	97.7%

n = number of students on which percentage is calculated

Definitions of Performance Rating Terms

- Mastering Core Competencies-The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- Graduation Rate-The percentage of 12th grade career and technology students who graduate in the spring.
- Placement Rate-The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

School Profile

	Our School	Change from Last Year	Median Career Center
Students (n= 821)			
With disabilities other than speech	0.0%	No change	1.7%
Career/technology students in co-curricular organizations	29.8%	Up from 28.7%	16.7%
Enrollment in career/technology center courses	821	No change	561
Students participating in worked-based experiences	41.8%	Up from 37.0%	35.5%
Teachers (n= 15)			
Teachers with advanced degrees	40.0%	Down from 42.9%	25.0%
Continuing contract teachers	73.3%	Down from 85.7%	79.2%
Highly qualified teachers**	N/A	N/A	89.2%
Teachers with emergency or provisional certificates	0.0%		8.0%
Teachers returning from previous year	91.0%	Down from 93.3%	89.8%
Teacher attendance rate	97.9%	Up from 96.5%	95.8%
Average teacher salary	$44,094	Down 1.0%	$42,385
Prof. development days/teacher	10.4 days	Down from 13.9 days	11.5 days
School			
Director's years at Center	10.0	Up from 9.0	5.0
Dollars spent per pupil*	$1,938	Down 2.3%	$3,331
Percent of expenditures for teacher salaries*	58.7%	Up from 57.3%	54.0%
Parents attending conferences	93.7%	Up from 87.6%	83.3%
SACS accreditation	Yes	No change	Yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	82.4%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

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Report of Director and School Improvement Council

The Floyd D. Johnson Technology Center, adjacent to York Comprehensive High School, serves 88% of the students in grades ten through twelve in York School District One. The center is accredited through the Southern Association of Colleges and Schools. We are extremely proud of our "Palmetto Gold" status issued to us by the South Carolina State Department of Education.

The curriculum prepares students for postsecondary training and/or to successfully enter the workforce. Students can participate in honors courses, dual credit, and technical advanced placement courses through York Technical College. Students can also become certified in the following areas: Computer Repair (A+), Networking (CISCO), Wheels of Learning, Microsoft Office Computer Applications (MOS), and Certified Nursing Assistant (CNA). Twelve Health Science students took the CNA Exam in May of 2004 and all twelve passed the exam.

Emphasis continues to be placed on curriculum integration of career/technology and academic classes. For example, technology center teachers incorporate the year-long universal standards into their daily lessons. These standards are Reading, Writing, Communication, and Research skills.

School-To-Work opportunities continue to provide the students with the link between institutional learning and real-life application. During the 2003-2004 school year, 812 students took advantage of the various School-To-Work options such as shadowing, service learning, internships, cooperative education, and apprenticeships. Out of the 812 students, 100 had paid positions earning elective credit. These numbers prove that Floyd D. Johnson Technology Center prepares students for the jobs of the future.

Students also demonstrate outstanding performance through the many co-curricular student organizations offered at the technology center. For instance, 28 students placed first, second, or third in state competition. Six students competed nationally. We also have a state officer. The Floyd D. Johnson Chapter of National Technical Honor Society inducted 57 new members. Our Advanced Construction Class completed their second house consisting of 1,345 square feet, and it was sold by sealed bids. Our robotics team competed against 42 teams from across the United States and Puerto Rico in the first ever Palmetto Regional held at The University of South Carolina. As you can see the students at Floyd D. Johnson Technology Center are equipped with the skills to become successful, productive citizens in a global society.

William S. Wilkins, Director

Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	152	74
Percent satisfied with learning environment	100.0%	82.8%	86.5%
Percent satisfied with social and physical environment	100.0%	80.3%	74.3%
Percent satisfied with home-school relations	92.9%	85.3%	74.3%

*Only eleventh grade students and their parents were included.